

**TEACHING AND LEARNING SPEAKING THROUGH SINGLE-SLOT
SUBSTITUTION DRILLS TECHNIQUE AT THE EIGHTH GRADE
OF SMP NEGERI 27 BANDAR LAMPUNG**



A Proposal

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

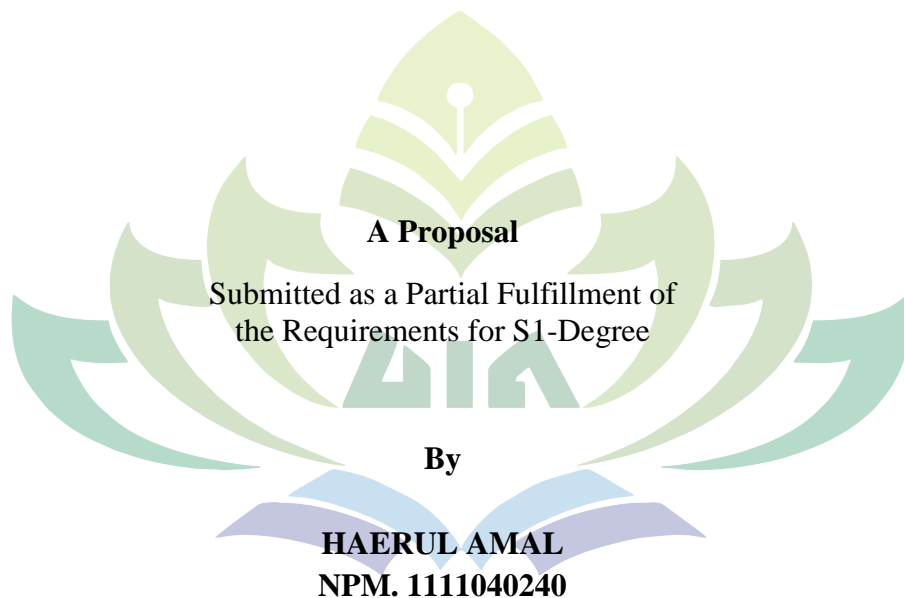
By

**HAERUL AMAL
NPM. 1111040240**

Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2021**

**TEACHING AND LEARNING SPEAKING THROUGH SINGLE-SLOT
SUBSTITUTION DRILLS TECHNIQUE AT THE EIGHTH GRADE
OF SMP NEGERI 27 BANDAR LAMPUNG**



Study Program: English Education

Advisor : Dr. M. Muhassin, M. Hum
Co-Advisor : Nunun Indrasari, M. Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2021**

ABSTRACT

TEACHING AND LEARNING SPEAKING THROUGH SINGLE-SLOT SUBSTITUTION DRILLS AT THE EIGHTH GRADE OF SMP NEGERI 27 BANDAR LAMPUNG

**By
HAERUL AMAL**

The goal of the learning English as a foreign language for the students is to make them to be able to communicate in English. Speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinion or feelings. It means that speaking is used to express ideas easily and accurately. For this reason, Single-slot substitution drill is suitable to be implemented in teaching learning speaking process. The researcher conducted the research to know and describe the process, problems faced by the teacher and students in teaching learning speaking by using Single-slot substitution drill. Therefore, this thesis discussed about teaching and learning speaking through Single-slot substitution drills at the eighth grade of SMP N 27 Bandar Lampung.

The research methodology of this research was descriptive qualitative research. In taking the sample of the research, the researcher used purposive sampling technique to choose the participants. Then, the researcher chose the English teacher and students of eighth grade of SMP N 27 Bandar Lampung as the participants of this research. In collecting the data, the researcher used triangulation technique. It consists of observation, questionnaire and interview. To analyze the data, the researcher used data reduction, data display and verification of data.

The researcher conducted the research in two meetings. After analyzing the data, there were three points of the result. The first, the process of teaching and learning speaking through Single-slot substitution drills at SMPN 27 Bandar lampung did not run well. The second, the teacher got some problems in teaching speaking through Single-slot substitution drills such as that the teacher could not handle the class because of the over-crowded class and she did not correct the students' mispronunciation. The third, the problems faced by students in learning speaking through Single-slot substitution drills are inhibition, nothing to say, mother-tongue use, development error, the students could not repeat the words by using target language that have been spoken by the teacher and could not make sentences based on the teacher's cues.

Key words : Descriptive Qualitative Research, Single-Slot Substitutions Drills, Speaking.

DECLARATION

I hereby state that this thesis entitled: Teaching and Learning Speaking through Single-Slot Substitution Drills at The Eighth Grade of SMP Negeri 27 Bandar Lampung is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260

APPROVAL

**Title : TEACHING AND LEARNING SPEAKING THROUGH
SINGLE-SLOT SUBSTITUTION DRILLS AT THE
FIRST SEMESTER OF THE EIGHT GRADE AT SMP
NEGERI 27 BANDAR LAMPUNG IN THE ACADEMIC
YEAR OF 2019/2020.**

Student's Name : Haerul Amal
Student's Number : 1111040240
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University
Lampung

Advisor,

Co-Advisor,

Dr. M. Muhassin, M.Hum.
NIP. 19770818 200801 1 012

Nunun Indrasari, M.Pd.
NIP. 19870727 201503 2 006

**The Chainperson of
English Education Study Program**

Meisuri, M.Pd
NIP. 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260

ADMISSION

A thesis entitled; **TEACHING AND LEARNING SPEAKING THROUGH SINGLE-SLOT SUBSTITUTION DRILLS AT THE FIRST SEMESTER OF THE EIGHT GRADE AT SMP NEGERI 27 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**, by; **Haerul Amal, NPM; 1111040240**, Study Program; **English Education**, Was tested and defended in the examination session held on; **Wednesday, October 21st 2020**.

Board of Examiners:

The Chairperson

:Meisuri, M.Pd.

The Secretary

:Istiqomah Nur Rahmawati M.Pd.

The Primary Examiner

:Fithrah Auliya Ansar, M.Hum.

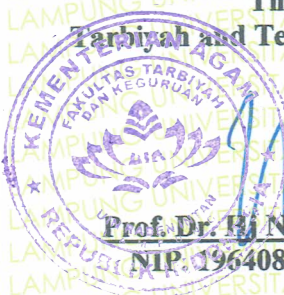
The First Co-Examiner

:Dr. M. Muhassin, M.Hum.

The Second Co-Examiner

:Nunun Indrasari, M.Pd.

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hj Nirva Diana, M.Pd.

NIP. 196408281988032002

MOTTO

يَا

Meaning:

“oh my god, do not you encumber me what I cannot endure”.

(Qs. Al Baqarah: 286)



DEDICATION

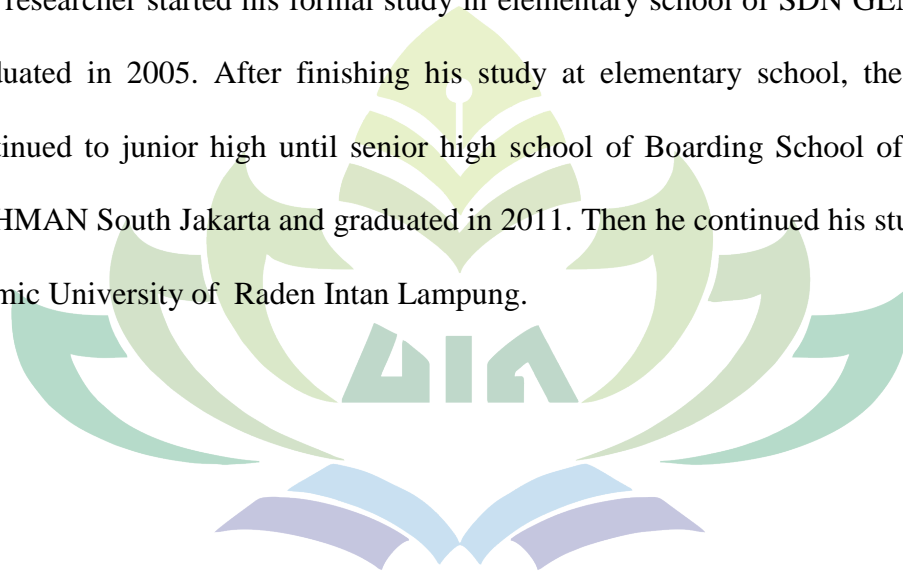
This thesis is dedicated to:

1. My beloved Father and Mother, Mr. Durahim and Mrs, Rohanah who always pray for my success, thanks for all the motivation and support, I love you forever.
2. My beloved wife, Rusyda Annashiroh who always pray and gives me spirit and suggestion for my success.
3. My beloved Brothers and sisters; Rohilah, Rohmat, Hidayat and Ida Fatimah Az-zhra, who always support me and cheers me up until the completion of this script. Thanks for you; we must be better for the future.
4. My beloved friends, Edwin Lanang, Hurry Agosto, Randi Budiman, PBI class, who always support me to finish this thesis.
5. My beloved Almamater and lecturers of State Islamic University of Raden Intan Lampung, who have made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

The researcher's name is Haerul Amal. He was born in Serang, on April 15th, 1993. He is the fourth child of five children of Mr. Durahim and Mrs. Rohanah. At present, he lives in Bandar Lampung sub-district east Teluk Betung.

The researcher started his formal study in elementary school of SDN GENURIT and graduated in 2005. After finishing his study at elementary school, the researcher continued to junior high until senior high school of Boarding School of DAARUL RAHMAN South Jakarta and graduated in 2011. Then he continued his study to State Islamic University of Raden Intan Lampung.



ACKNOWLEDGEMENT

First of all, all praise be to Allah, the Most Merciful, the Most Beneficent for his mercy and blessing given to the writer during the study and in completing this final project. Then, peace and salutation maybe upon to the great messenger prophet Muhammad SAW, who have brought us from the stupidity to the cleverness.

This thesis is presented to the English Education study program of State Islamic University of Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

For those reason, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung, and his staff who have given an opportunity for the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Dr. Mohammad Muhassin, M.Hum, the first advisor for his guidance and help to finish this thesis.
4. Nunun Indrasari, M.Pd, the second advisor who has spent countless hours to correct this thesis for its betterment.

5. Hj. Nurhayati, S.Pd, M.M, the principal SMP Negeri 27 Bandar lampung, Asih Rinawati Indrasari S.Pd, the English teacher for giving the contribution while the researcher was conducting the research at the school, all the teachers and staffs who have helped the writer in collecting the data.
6. All the students of the eighth grade of SMP Negeri 27 Bandar Lampung in the academic year of 2020/2021, for giving nice participation and great attention during the research.
7. All lecturers of the English Department of UIN Raden Intan Lampung who have taught the writer since the first year of his study.
8. Their beloved friends Hurry Agosto, Edwin Lanang, Randi Budiman, who always pray and support for their success.
9. Beloved friends of English Department of UIN Raden Intan Lampung, especially my beloved friends in class B for sharing knowledge and being best friend.
10. All friends of the English Department of Raden Intan State Islamic University Lampung, especially beloved friends in class B, then all of her best friends who always give suggestion and spirit in framework of writing this research.
11. All of people who have completed the researcher's life. Thank you.

Finally, none is perfect and neither is the final project. Any corrections, comments, and criticism for the betterment of this final project are always open-heartedly welcome.

Bandar Lampung,

The researcher,

Haerul Amal
NPM:1111040240



TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xii
LIST OF TABLES	xv
LIST OF APPENDICES	xvi
 CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	7
C. Limitation of the Problem.....	8
D. Formulation of the Problem.....	8
E. Objective of the Research.....	8
F. Uses of the Research.....	9
G. Scope of the Research.....	10
 CHAPTER II REVIEW OF LITERATURE	
A. Concept of Teaching English as a Foreign language.....	11
B. Speaking	14
1. Concept of Speaking.....	14
2. Concept of Speaking Ability	15
3. Elements of Speaking	18
4. Concept of Teaching Speaking.....	20
C. Teacher's and Students' Problems in Speaking Through Single-Slot Substitution Drills	23
1. Teacher's Problems in Teaching Speaking Through Single-Slot Substitution Drills	23
2. Students' Problems in Learning Speaking Through Single-Slot Substitution Drills	25
D. Substitution Drills	28
1. Definition of Substitution Drills	28

2. Kinds of Substitution Drills	30
a. Single-Slot Substitution Drills	30
b. Multiple-Slot Substitution Drills	31
E. Single-Slot Substitution Drills	31
1. Definition of Single-Slot Substitution Drill	31
2. The Process of Single-Slot Substitution Drill	33
F. Advantages and Disadvantages of Single-Slot Substitution Drills	35
1. Advantages of using Single-Slot Substitution Drills	35
2. Disadvantages of using Single-Slot Substitution Drills	36
G. Procedure of Teaching Speaking through Single-Slot Substitution Drills	38
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	40
B. Source of Data	41
C. Data Collecting Technique	41
1. Observation	42
2. Interview	42
3. Questionnaire	43
D. Research Instrument	43
E. The Validity of the Data	46
F. Data Analysis	47
CHAPTER IV RESEARCH FINDING AND DISCUSSION	
A. Research Procedure	49
B. Data Analysis	51
1. Reduction	51
a. Observation	52
b. Interview	58
c. Questionnaire	59
2. Data Display	68
a. Observation	68
b. Interview	71
c. Questionnaire	72
3. Conclusion Drawing/Verification	74
a. Process of teaching and learning through Single-slot substitution drills	75
b. Teacher's problems during teaching speaking through Single-slot substitution drills	76

c. Students' problems in learning speaking Through Single-slot substitution drills	77
C. Discussion of Finding	78
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	83
B. Suggestion	84
1. For the teacher	84
2. For the students	85
3. For the school	85
4. For the other researchers	86
REFERENCES	87
APPENDICES	91



LIST OF TABLES

Tables	Pages
Table 1.1 Score of Students' Speaking of the Eighth Grade of SMP Negeri 27 Bandar lampung in the Academic Year 2018/2019	4
Table 3.1 Specification of Observation.....	44
Table 3.2 Specification of Interview	45
Table 3.3 Specification of Questionnaire	46
Table 4.5 Data of Questionnaire.....	63



LIST OF APPENDICES

Appendixes	Pages
Appendix 1. Description of SMPN 27 Bandar Lampung	91
Appendix 2. Students' score of Speaking	96
Appendix 3. Observation Sheet.....	97
Appendix 4. Review of Interview	105
Appendix 5. Questionnaire.....	110
Appendix 6. The Research Permission Letter from UIN of Raden Intan Lampung	114
Appendix 7. The Research Statement Letter from SMP Negeri 27 Bandar Lampung	115
Appendix 8. Control Card	116
Appendix 9. Syllabus	118
Appendix 10. Lesson Plan.....	124

CHAPTER I INTRODUCTION

A. Background of the Problem

The ability to communicate is the primary goal of foreign language instruction that speaking is put ahead on the other skills. In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of contexts.¹In addition, Tarigan states that speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinion or feelings.² In other words, speaking is the process of transferring meaning through verbal and non-verbal symbol to express or to deliver ideas, opinion or feelings. Through speaking, people can transfer information and ideas, and maintain social relationship by communicating our ideas to others.

Speaking is one of the four basic skills in learning foreign language besides listening, reading and writing. Speaking is one of the important and essential skills that need a lot of practice to communicate. By speaking, people are able to know kind of

¹ Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, 2006. The internet TESL Journal. Vol.XII, No.11, Available at [http://Iteslj.org/Articles/Kayi-Teaching Speaking. html](http://Iteslj.org/Articles/Kayi-Teaching%20Speaking.html), Accessed on may, 28 2015.

² Henry G.Tarigan, *Berbicara Sebagai Suatu Ketrampilan Berbahasa*, (Bandung: Angkasa, 1981), p.15

situation happens in their environment.³ People who have ability in speaking will receive the information better. Sanggam states that the spoken productive language skill is called speaking. It is the skill of speaker to communicate information to listener or group listener.⁴ It means that the speaker should be able to use spoken languages in conveying information to the listener, so the information submitted can be accepted and understood by the listener.

In Indonesia, English has been taught to the students at different levels of education for years, but in fact that the students still get difficulties to use it in their daily activities. They still find difficulties to communicate with other people either orally or in a written form. It is supported by Pollard who states that speaking is one of the most difficult aspects for students to master.⁵ It means that it is hardly surprising when one considers everything that is involved when speaking: ideas, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with any learner of a foreign language can confirm how difficult speaking is. It can be concluded that speaking is hard how to communicate that includes grammar, vocabulary and pronunciation.

The teachers should be aware that each student has different abilities, for not all students can speak English well. The teacher has to find the best solution to make all the students can easily in speaking English. The solution can be by using various

³ Scott Thornbury, *How to Teach Speaking* (London: Pearson Longman, 2005), p.1

⁴ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.2

⁵ Lucy Pollard, *Guide to Teaching English*, (London: Lucy Pollard, 2008), p.33

techniques to teach speaking. It has been known that the technique in teaching is the important factor to give effect for the students' ability.

One of techniques which are suitable for students in teaching speaking is Single-slot substitution drills. Single-slot Substitution drills is one of the most interesting technique for students. Single-slot Substitution drills emphasizes in practicing a new language and substitute the words or phrases based on sentence or dialog. By using attractive picture as an instrument, it enables them more enthusiastic in teaching and learning process. It has been used by some researchers to improve students in their skills, such as speaking and language components. It is supported by Larsen, she states that the goals of audio-lingual method is, teachers want their students to be able to use the target language communicatively (spoken and written). In order to this, they believe students need to over learn the target language, to learn to use it automatically without stopping to think.⁶ It means that substitution drill is a technique to make students to able to use target language communicative (spoken and written). On the other hand, the students should learn to use the target language without stoping to think.

Single-slot Substitution Drill is one of parts in substitution drill where the studentts are required to recognize the part of speech of each cue and find out where each cue fits in and see if any changes have to be made. In addition, Larsen states that Single-slot

⁶ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p.48

substitution drill is where the teacher gives cue phrases, one at a time that fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. Then they say the line, fitting the cue phrase into the line where it belongs.⁷ As one of the teaching learning process, Single-slot substitution drills have been implemented since long time. Single-slot substitution drills can help the students to express their idea in speaking form and it makes the teaching and learning process actively.

In the other word, there are some problems both teacher and students in teaching and learning process. The problems could be seen by preliminary research. Based on the preliminary research was conducted at SMP Negeri 27 Bandar Lampung on august 2015, the researcher found that teaching speaking through Single-slot substitution drills has been applied there. From the result of interview, the teacher explained that this technique was good to be used for students. But the fact shows that there are some students still got low score, it can be seen by students' speaking score. The speaking score can be seen in Table 1.1

⁷ *Ibid.*

Table 1.1
The Students' Speaking Score at the First Semester of the Eighth Grade of SMP Negeri 27
Bandar Lampung in the Academic Year of 2020/2021

No	Score	The Number of Students					Total	Percentage
		A	B	C	D	E		
1	70	19	17	20	19	21	96	49%
2	< 70	20	21	19	21	18	99	51%

Source: Document of Students' Score for English Test at the Eighth Grade Students of SMP Negeri 27 Bandar Lampung in the Academic Year of 2020/2021

Based on Table 1, it can be concluded that there were many students who got lower scores or got scores below the criteria of minimum mastery (KKM) of the school, there were 99 students out of 195 students or 51% who got score below the criteria of minimum mastery, and 96 students or 49% in passed category. So far, the teacher had already applied the Single-slot substitution drills technique in teaching speaking, but some students still got low score.

On the other side, from the result of interview with the teacher, the researcher found that the students got problems with their English because they felt unmotivated to learn and they were lack of time to practice their English during the English lesson. Besides, the students had difficulty in expressing their ideas into speaking form. The students tended to be inert to express their ideas. The teacher also said that the other problems were lack of vocabulary and grammar.⁸

⁸Asri Rinawati Indrasari, English Teacher, at SMP Negeri 10 Bandar Lampung, on August 04th, 2015, *An Interview*, Unpublished.

Besides doing the interview with the teacher, the researcher also interviewed some of the students. Based on the result of the interview, they did not feel confident to speak English, they feel afraid of making mistakes when they had to speak English and they get difficulties in expressing their ideas or opinions fluently.⁹

Based on the result of interview, the researcher wanted to find the information about the cause that made students got low score in speaking. By doing the observation of teaching and learning speaking process and finding out the problems faced by the teacher in teaching speaking through Single-slot substitution drill and the students' problems in learning speaking by using Single-slot substitution drills.

There are some researches about substitution drills. One of the researches was conducted by Agustini in her thesis entitled "Teaching Speaking through Substitution Drills to the Seventh Grade Students of SMP N 3 Gianyar in Academic Year of 2013/2014. The result of the research, it was found that the substitution drills is an effective technique to teach speaking."¹⁰ Besides, Hariyadi Ardianto in his thesis entitled "The Influence of Implementing Single-slot Substitution Drill technique on the Student 'Achievement in Using Regular and Irregular Verb (An Experimental Study on the Eight Grade Students of SMP Negeri 9 Tegal in the Academic Year

⁹ The eighth grade students of SMP Negeri 27 Bandar Lampung, on Oct 07, 2019. *An Interview*, Unpublished.

¹⁰ Agustini, Ni Made Eka, *Teaching Speaking through Substitution Drills to The Seventh Grade Students of SMP N 3 Gianyar in The Academic Year 2013/2014*, (Denpasar: Universitas Mahasaraswati, 2014), Unpublished, Available at <http://perpus.upstegal.ac.id/v4/?med=opaq.koleksi.form&page=957&barcode=1608502027>, Accesed on June, 22 2015.

2012/2013)” says that implementation of using Single-slot substitution drill technique give positive influence on the student’ achievement in using regular and irregular verb.¹¹

Therefore, in line with the explanations above and the strong desire of teaching and learning process, the teacher’s problems and students’ problems, the researcher would like to do a research about “Teaching and Learning Speaking Through Single-slot Substitution Drills at the Eighth Grade of SMP Negeri 27 Bandar Lampung in the Academic Year of 2020/2021”.

B. Identification of the Problem

Seeing the background of the problem above, the researcher identified that there were four problems. They are as follows:

1. The students were lack of time to practice speaking.
2. Students had difficulties to express their ideas in speaking.
3. They felt unmotivated to learn English.
4. They felt afraid of making mistakes.

¹¹ Hariyadi Ardianto, *The Influence of Implementing Multiple-Slot Substitution Drill technique on the Student ‘Achievement in Using Regular and Irregular Verb* An Experimental Study on the Eight Grade Students of SMP Negeri 9 Tegal in the Academic Year 2012/2013, (Tegal: Universitas Pancasakti, 2012), Unpublished, Available at <http://perpus.upstegal.ac.id/v4/?mod=opaq.koleksi.form&page=957&barcode=1608502o27>, (Tegal: Universitas Pancasakti), Accessed on October 11, 2015.

C. Limitation of the Problem

In this research, the researcher focused on teaching speaking through Single-slot Substitution Drills at the eighth grade of SMP Negeri 27 Bandar Lampung in the Academic Year of 2020/2021.

D. Formulation of the Problem

In the research the researcher formulated the problems as follows:

1. How is the process of teaching speaking by using Single-slot Substitution Drills at the second semester of the eighth Grade of SMP Negeri 27 Bandar Lampung?
2. What are the problems faced by the teacher in teaching speaking by using Single-slot Substitution Drills at the second semester of the eighth Grade of SMP Negeri 27 Bandar Lampung?
3. What are the students' problems in learning speaking by using Single-slot Substitution Drills at the second semester of the eighth Grade of SMP Negeri 27 Bandar Lampung?

E. Objective of the Research

Referring the formulation of the problem above, the objectives of the research were as follows:

1. To describe teaching speaking process by using Single-slot Substitution Drills at the second semester of the eighth Grade of SMP Negeri 27 Bandar Lampung.

2. To know and describe the problems faced by the teacher in teaching speaking through Single-slot Substitution Drills at the eighth Grade of SMP Negeri 27 Bandar Lampung.
3. To know and describe the problems faced by the students in learning speaking by using Single-slot Substitution Drills at the eighth Grade of SMP Negeri 27 Bandar Lampung.

F. Uses of the Research

In general, it is hoped that the result of the research can be useful for:

1. The Students

By using Single-slot substitutions drills, it is hoped that the students will be more interested and motivated in learning English, so that their speaking ability will be increased.

2. The Teachers

By using Single-slot substitution drills, the teachers can improve their creativity in teaching learning process, so the goal of learning can be achieved.

3. The School

It is hoped that this research scientifically can give a contribution to the institution in improving the quality of English teaching learning process. In addition, this research could give instructions clearly about using Single-slot substitution drill technique for the school.

4. Other Researchers

It is hoped that the result of this research will be as a reference to do another relevant research to the use of Single-slot Substitution Drills.

G. Scope of the Research

The scope of this research is as follows:

1. Subject of the Research

The subjects of the research were the students and the teacher at SMP Negeri 27 Bandar Lampung.

2. Object of the Research

The object of the research was the use of Single-slot Substitution Drills in teaching speaking.

3. Place of the Research

The research was conducted at SMP Negeri 27 Bandar Lampung.

4. Time of the Research

The research was conducted at the second semester in the academic year of 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

Teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in study of something, providing with knowledge, and it is causing someone understand about something that learned.¹

According to Setiyadi, language teaching is influenced by ideas on the nature of language and the learning conditions that make learners to acquire the language. Differences in language theories may affect the teaching method.² It can be inferred that language teaching is the process of helping someone to learn how to acquire the language that he or she want to learn.

Teaching English in the countries where English is only as a foreign language may be different from teaching English in the countries where English is as a second language and it is also different from teaching English in the countries where English is as a native language. People learn English depend on the conditions of the language is used in their daily communication.

Teaching also is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and

¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (London: Longman, 2000), p.7

² Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.20

continually. For the reason, it is necessary for having a good management in teaching. It should be considered about the ability of the teacher in managing the class, his skills, and also the professionalism of the teacher so that teaching goal can be achieved. In addition, teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. Our understanding of how the learners learn will determine our philosophy of education, teaching style, approach, methods, and classroom technique. According to Harmer, teaching means to give (someone) knowledge or to instruct or to train (someone), it means that to show somebody how to do something or to change somebody's ideas.³

In addition Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned. It means that the students who learn English as a foreign language have little opportunities to use their English in real life situation. As it is known that the objective of teaching a foreign language is to provide the students with the skills which enable them to communicate orally with the speakers of other nationalities who also learn this language.⁴ It means that the students who learn English as a foreign language should have limited time to use their English in daily activity.

However, teaching English as a foreign language should be different from teaching English as a second language. Setiyadi states that language teaching is

³ Jeremy Harmer, *How to Teach English*, (Edinburg Gate: Longman, 2002), p. 56

⁴ D.A. Wilkins, *Lingusitics in Language Teaching*, (London: Edward Arnold Publisher, 1980), p.7

influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (learning theories). Differences in language theories may affect the selection of the teaching methods.⁵ It means that in teaching English as a foreign language, the teacher should know what they do in order that he or she can make his or her students learn it. In other words, the teacher should prepare the materials, instructions, and teaching techniques well. In addition, Brown states that teaching shows helping someone to learn do something, giving instructions in the study of something, providing with language, and causing to know or understand.⁶

The objective of teaching learning English as a foreign language is to increase students' ability in four language skills, namely listening, speaking, reading, and writing. In addition, the purpose of the foreign language is to develop the students' skills by understanding of language competence and performance competence.

Communicative activities implemented by English teacher in TEFL the dominant communicative of each English skill implemented by the teacher also reveals that the dominant communicative activity of each English skill implemented in TEFL is the teacher' asking the question in speaking, note-taking in listening, pre-question in reading and making sentence in writing.⁷

⁵ Ag. Bambang Setiyadi, *Op. Cit*, p.20

⁶ H. Douglas Brown, *Teaching Principles of Language and Teaching*, (New Jersey: Prentice Hall Regents, 1994), p.7

⁷ Mohammad Muhassin "Teachers' communicative activities in teaching English as A Foreign Language (Tefl): A study at Sman 9 Bandar Lampung."

Based on the explanation above the researcher concludes that teaching English as foreign language is process of increasing knowledge from the teacher to the students in order to make them learn and use English in both spoken and written form.

B. Speaking

1. Concept of Speaking

Speaking is one of the four skills, which has important role in daily life, even as a main ability in communication among human beings. As Kimtafsirah states that speaking is productive skill which cannot be separated from listening. When we communicate, we convey the message, which is meaningful.⁸ In addition, Harmer states that there are two categories of speaking those are speaking that is planned (such as a lecture or wedding speech) and speaking that is unplanned, such conversation that takes place spontaneously when people bump into someone on the street.⁹ It means speaking is an important skill besides listening, reading, and writing, it is an important language skill to be mastered. In other words, it can be said that speaking is a way of expressing ideas, opinions or feelings to another person in words or sounds of articulation in order to inform, persuade, and to entertain.

According to Thornbury, speaking is so much a part of daily life that we take it for granted. Natural and integral speaking that people forget how they once struggled to achieve this ability until they have to learn how to do it all over again in a

⁸ Kimtafsirah, *Teaching Speaking*, (Jakarta: Ministry of National Education, 2009), p.1

⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, Fourth Edition, 2007), p. 343

foreign language.¹⁰ Thornbury also adds that classification of speaking genres according to their general purpose, the kinds of participants they involve and the degree of planning.¹¹ Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds.

Referring to the explanation above, it can be concluded that speaking is the ability to express the ideas, feelings, information, knowledge, and opinion to the other person by using the exact words, good grammar and understandable by the listener. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

2. Concept of Speaking Ability

Learning speaking has a purpose that is to make the students can speak English fluently. In language teaching, we often talk about the four language skills (reading, listening, speaking, and writing). Reading and listening are called receptive skills and speaking and writing are called productive skills.¹² When we speak and write it means that we produce something. Therefore, it means that language teaching consists of language competence and performance competence. Language competence refers to language knowledge and performance competence refers to produce written and spoken.

¹⁰ Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), p.1

¹¹ *Ibid*, p.14

¹² Jeremy Harmer, *The Practice of English Language Teaching*, Op. Cit, p. 199

In teaching and learning process, speaking is the only one way to show and express the ideas and thoughts from a speaker. Speaking ability is the ability to communicate orally. Richard states that “the ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved”.¹³ It means that, to speak well, there are many things that should be understood. Through speaking people convey what they mean by arranging a set of words which contain a subject talked about and the situation. It is not only to apply the grammatically correct sentence, but also to know when and where to use these sentences and to whom. The ability to communicate is related to the rules of language use and rule of grammar.

Speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading, and listening. It is supported by Jaulston and Brunder who say that speaking ability is taken to be the objectives of language teaching.¹⁴ It means that besides mastering listening, reading and writing, the learners should also master speaking as one of the goal of learning English.

In addition, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following five components are generally recognized in analysis of speech process:

¹³Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: an Anthropology of Current Practice*, (New York: Cambridge University Press, 2002), p. 201

¹⁴Christiana Bratt Jaulston and Mary Newton Brunder, *Teaching English as a Second Language: Techniques and Procedure*, (Massachusetts: Winthrop Publisher Inc, 1976), p. 55

1. Vocabulary

Vocabulary is defined as list of words that are associated with their meaning.

By having adequate vocabulary, people will be able to communicate to other people and express their ideas clearly and easily.

2. Grammar

Grammar can be defined as words put together to make correct sentences.

Communication cannot place in the absence of structure or grammar.

Therefore, to be able to speak English communicatively, people should master grammar.

3. Pronunciation

Pronunciation is including the segmental features: vowel and consonants and stress and intonation. Words that are difficult to pronounce by non native speakers are more difficult to learn. Potentially, difficult words will typically be those that contain sounds that are unfamiliar to some group of people.

4. Fluency

Fluency is related to the speaker's ability to speak fluently and speed of the flow of the speaker's speech.

5. Comprehension

Comprehension is about the speaker's ability in understanding a talk. The understanding can be based on the experience or knowledge.¹⁵

¹⁵ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (California: Longman, 2004), p.149

From the statements above, it can be concluded that students' speaking ability is their ability to express their ideas, opinions, thoughts, experiences and feelings by using English with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension.

3. Elements of Speaking

There are some elements of speaking that should be learnt by the learners in order to be able to speak English. Harmer states that the ability to speak English presupposes the elements necessary for spoken production. The detail descriptions of the elements are as follows:

1. Language feature

The elements necessary for spoken production are as follows:

a. Connected speech

In connected speech, sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning).

b. Expressive devices

It involves pitch, stress, speed, volume, physical-noun-verbal means for conveying meanings (super segmental features).

c. Lexis and grammar

Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval, etc.

d. Negotiation language

It is used to seek clarification and to show the structure of what we are saying

2. Mental and social processing

Success of speaker's productivity is also dependent upon the rapid processing skill:

a. Language processing

Processing the language in the head putting it into coherent order, which requires the need for comprehensibility and convey of the meaning (retrieval of words and phrases from memory, assembling them into systematically and proportionally appropriate sequences).

b. Interacting with others

Effective speaking also involves a good deal of listening and understanding of how linguistically to take turns or allow other to do so.

c. (on the spot) information processing

It is quite apart from our responses to other's feelings, we also need to be able process the information they tell us the moment we get it.¹⁶

Based the explanation above, it can be concluded that speaking is one of language skills in which the speaker expresses ideas, opinions, or feeling or he/ she communicates information to the listener or a group of listeners.

4. Concept of Teaching Speaking

Teaching speaking is one of the ways that can be used in order that the learners understand the meaning of communication in real situation, and it needs facilitator to practices and guidance to master speaking. As we know that teacher is the

¹⁶ Jeremy Harmer, *How To Teach English*, Op. Cit, p.89.

facilitator of the student. Moreover, teacher is like an actor because they feel as if they are always on the stage. Other talk of themselves as orchestral conductors because they direct conversation and set the pace and tone. Yet other feel like gardeners because they plant the seeds and then watch them grow.¹⁷ It means that the teacher as a facilitator or instructor helps the students to develop their knowledge by providing authentic situation and to mastery in speaking skill. Furthermore, teaching speaking is the teacher must have interesting techniques to invite and attract the students to practice English in the classroom.

Actually when teacher delivers his or her own knowledge to their students, teacher has some roles, there are:

1. Controller

When the teachers act as controller, they are in charge of the class and of the activity taking place and are often 'leading from the front'. Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom.

2. Prompter

In such situations we want to help but we don't want, at the stage, to take charge. This is because we are keen to encourage the students to think creatively rather than have them hang on our every word. When we prompt, we need to do it sensitively and encourage but, above all, with discretion.

¹⁷ H. Douglas Brown, *Op. Cit*, p. 107.

3. Participant

The traditional picture of the teachers during students discussions, role-plays or group decision-making activities, is of people who 'stand back' from the activity, letting the learners get on with it and only intervening later to offer feedback and/or correct mistakes. However, there are also times when we might want to join in an activity not (only) as a teacher, but also as a participant in our own right.

4. Resource

The students may still have need of their teacher as a resource. They might need it when they have presentation or have some questions who can't answer by themselves.

5. Tutor

When students are working on longer projects, such as process writing or preparation for a talk or a debate, we can work with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situations, we are combining the roles of prompter and resource-in other words, acting as a tutor.¹⁸

In teaching English as a foreign language, speaking ability is difficult to be taught and to be learned. It has relation with the technique used in the classroom. Harmer states that there are three main reasons for getting students to speak in the classroom, those are:

¹⁸ *Ibid*, pp. 108-110

1. Speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom.
2. Speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing.
3. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.¹⁹

Good speaking activities can catch by using an interesting technique and teaching skill from teacher. Thornbury suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classroom need to become 'talking classroom'.²⁰ From the Thornbury states above, students will be much more confident speakers and need to establish culture to improve their speaking ability. So teacher and students should talk with English actively in the classroom.

Based on the statement above, the researcher concludes that teaching speaking is an important aspect of teaching language process. In teaching speaking, a teacher should be strategic in teaching. A good combination between technique and strategy will make conducive lesson in teaching and learning English. Thus, it can

¹⁹ Jeremy Harmer, *How to Teach English*, Op. Cit, p.38.

²⁰ Scott Thornbury, *Op. Cit*, p.123

be said that teaching speaking cannot be separated with communication because it can be used in daily life.

C. Teachers' and Students' Problems in Speaking

In teaching speaking, there are some difficulties faced by both the teachers and the students. Nowadays, the problems happen in teaching learning process. They are as follows;

1. Teachers' Problems in Teaching Speaking Through Single-slot Substitution Drill

As explained before that teaching speaking is very essential especially for understanding English in the class. However, there are some obstacles faced by the teacher in teaching speaking which affect the outcomes of teaching learning speaking in the class. In addition, these aspects are became as instrument to be observed. Some of those obstacles, as Thakur states, can be described as follows:²¹

- a. **Over-crowded classes:** teachers of English experience a lot of problems in handling such a big class. It is difficult to pay due attention to individual students and it is very much desirable in English classroom.
- b. **Non-Availability of Good Text-books:** the text books of English used in schools are sub-standard. The books are edited or written by those who are not actual practicing teachers. No effort is made to select beforehand graded vocabulary for use in the text books.

²¹ Jyoti Thakur, *Challenges and Prospects in Teaching English*, (Jakarta: Chitkara University, 2013), pp. 127-128

- c. **Apathy to New Techniques and Procedures:** most of the teachers working in middle and high schools are both ignorant and apathetic to the new techniques and procedures of teaching of English. The new generation of teachers is being given training in new methods but the teachers fail miserably when they are actually put on the job.
- d. **Inadequate Provision of Teaching Aids:** a general survey of teaching in schools would reveal that most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare even simple charts or flashcards which can greatly help them in teaching their subject well.²²

Based on the explanation above, it can be concluded that some of obstacles faced by teacher in teaching speaking are over-crowded classes, lack of competent teachers, faulty methods of teaching, non-availability of good text-books, apathy to new techniques and procedures and inadequate provision of teaching aids.

According to Larsen, there are some problems face the teacher in teaching English by using substitution drill, they are as follows;

- a) The teacher did not correct mispronunciation by modeling the proper sounds in the target language. In the other word, it means that the teacher should be an appropriate model for the student to correct their pronunciation.
- b) The teacher does not introduce the procedure of substitution drill well in teaching speaking. In addition, it means that the teacher does not know the

²² *Ibid*, p. 129

procedure of teaching speaking by using substitution drill. It causes the students do not know what they should do.²³

In this research, the researcher used theory of teachers' problems in teaching speaking by Thakur's theory. In addition, the researcher uses theory of teachers's problems in teaching substitution drill by Larsen's theory.

2. Students' Problems in Learning Speaking Through Single-slot Substitution Drill

These aspects are became as instrument to know more clearly about the problems in learning and teaching speaking that students and teachers often meet, we should concern some problems with speaking activities suggested that cited from A Course in Language Teaching, there are six obstacles in learning speaking.

- a. Inhibition: Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibition about trying to say things in a foreign language. In the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b. Nothing to say: Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, or that they have no motive to express themselves beyond the guilty feeling.
- c. Lows or uneven participation: Only one participant can talk at a time if he or she is to heard; and in a large group this means that each one will have only

²³ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p.42

very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

- d. Mother- tongue use: In classes all, or a number of the learners share the same mother tongue for many reasons: firstly, they may tend to use it because it is easier. Secondly, they feel unnatural to speak to one another in a foreign language and lastly because they feel less “exposed” if they are speaking their mother tongue. If they are talking in a small group it can be quite difficult to get some class- particularly the less disciplined or motivated ones to keep to the target language.²⁴
- e. Developmental errors: For a long time now researchers in child language development have been aware of the phenomenon of over-generalisation. This is best described as a situation where a child who starts saying daddy went, they came, etc. Perfectly correctly suddenly start saying *daddy goed and *they comed. What seems to be happening is that the child start to over generalise a new rule that has been (subconsciously) learnt, and as a result even makes mistakes with things that he or she knew before.²⁵

Based on the explanation above, the researcher concluded that there are six problems in learning speaking such as inhibition, nothing to say, lows or uneven participation, and mother tongue use, and development errors, those six things are most of the difficulties that students often encounter in learning speaking skill.

²⁴ Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), p. 120

²⁵ Jeremy Harmer, *The Practice of English Language Teaching*, Op. Cit, pp.99-100

Based on the Larsen theory, the researcher can take some of problems in learning substitution drill, they are as follows;

- a) The students cannot focus on teacher's instruction well because they do not understand the teacher's target language. In addition, it means that when the teacher gives instruction, the students do not focus on the teacher's instruction. It causes the students cannot follow the procedure well in substitution drill.
- b) The students cannot make sentences based on the teacher's cues. It means that the students have not understood what they should talk based on the teacher's sentence to change another cues. The students have not understood the pattern of the sentence.
- c) The students cannot repeat the words by using target language that have been spoken by the teacher. In addition, it means that the students cannot repeat the words by using the target language that have been spoken by the teacher. When the teacher gives the sentence, the teacher ask students to uses target language in their communication.²⁶

In this research, the researcher uses theory of students' problems in learning speaking by Ur's and Harmer's theory. In addition, the researcher uses theory of students' problems in learning substitution drill by Larsen's theory.

D. Substitution Drills

1. Definition of Substitution Drills

In teaching speaking activities concentrate on getting the students to produce sound phrase or grammatical structure from activities which are controlled by the

²⁶ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Op, Cit, p.43

teacher. Controlled activities generally focus on the students producing language accurately and developing the student's fluency. A drill is a classroom technique used to practice new language. It involves the teacher modeling a word or a sentence and the learners repeating it the teacher has a lot of control over what the students say. It means that the teacher must be accurate to check the progress of students in speaking. Hornby states that drill is trained or trains somebody thoroughly by means of regularly repeated exercises.²⁷

In addition, drill is a technique implemented in language teaching in order to train the learners to talk using the particular patterns of structures. Drills are used to teach sentence pronunciation, stress and intonation. It is supported by Dankin in Lamsal, he says that drills are supposed to train the learner to talk by helping him/her master the basic structural patterns of the language.²⁸ It means that drill is a technique that used by the teacher to teach sentence pronunciation, stress, and intonation by using repetition.

There are many drills to teach speaking skill, one of them is substitution drills. Substitution drills is classroom technique used to practice new language and to get a feeling for particular structure or sentence pattern or grammatical construction by forcing the repetition.²⁹ Substitution drills is kinds of drills that is usually used at the beginning level. This technique help the student practice their mind for

²⁷ A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (London: Oxford University Press, 1995), p. 355

²⁸ Dankin, *Effectiveness Oral Drill to Teach Grammar*, (Kathmandu: Tribhuvan University, 2011), p. 23, Unpublished, Available at <http://www.google.co.id/url?sa=t&rct=j&url>, acceses on august 15, 2015.

²⁹ S. Venkateswaran, *Principle of Teaching English*, (New Delhi: Vicas, 1995), p. 152

responding and answering the teacher's question based on conversation or picture given. Substitution drill involves the teacher first modeling a word or a sentence and the learners repeating it.

Substitution drills is the way the students response sometimes is so tightly structured that the possibility of error is eliminated.³⁰ It means that everything is arranged well. The students must effort to make the listeners understand to what they say. Therefore, both of the teacher and the students can be cooperative in teaching learning process.

In addition, Hill and Pincas in Broughton state that to demonstrate substitution drills the teacher's role have to give the material visually much more clearly to the class.³¹ In this case, the material must be in a real life situation in which the students could easy understand. In this case, if the teacher gives the students the material based on the picture, it must be related to their daily life. Furthermore, it will make their imagination easier to catch the content of the picture and appropriate describing.

In other words, substitution drill emphasizes in practicing a new language and substitute the words based on conversation or describe picture. By using attractive picture as an instrument, it enables them more enthusiastic in teaching and learning process. On the other hands, they can express their ideas and their imagination through the pictures and cues given by the teacher. The role of the

³⁰ Geoffrey Broughton, et al., *Teaching English as a Foreign Language: Listening and Speaking*, (London and New York: Routledge, 2003), p.80

³¹ *Ibid*, p.81

teacher is teaching all of the components that have been mentioned before to the students.

In addition, substitution drill is one kinds of audio lingual method in teaching techniques. According to Larsen, the goals of audio-lingual method are, teachers want their students to be able to use the target language communicatively (spoken and written). In order to this, they believe students need to over learn the target language, to learn to use it automatically without stopping to think.³² It means that substitution drill is a technique that make students to able to use target language commnicatively (spoken and written). On the other hand, the students should learn to use the target language without stopping to think.

Besides, substitution drills of this nature are widely used. They are not as effective in this form as they might be, however, since they could with very little extra effort be made into instances of communicative contextualised language use. It can be concluded that substitution drill is effort to instance of communicative contextualised language use.

E. Single-slot Substitution Drill

1. Definition of Substitution Drill

There are many drills to teach speaking skill, one of them is substitution drills. Substitution drills is classroom technique used to practice new language and to get a feeling for particular structure or sentence pattern or grammatical construction

³² Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Op. Cit, p.48

by forcing the repetition.³³ Substitution drills is kinds of drills that is usually used at the beginning level. This technique help the student practice their mind for responding and answering the teacher's question based on conversation or picture given. Substitution drill involves the teacher first modeling a word or a sentence and the learners repeating it.

Substitution drills is the way the students response sometimes is so tightly structured that the possibility of error is eliminated.³⁴ It means that everything is arranged well. The students must effort to make the listeners understand to what they say. Therefore, both of the teacher and the students can be cooperative in teaching learning process.

In addition, Hill and Pincas in Broughton state that to demonstrate substitution drills the teacher's role have to give the material visually much more clearly to the class.³⁵ In this case, the material must be in a real life situation in which the students could easy understand. In this case, if the teacher gives the students the material based on the picture, it must be related to their daily life. Furthermore, it will make their imagination easier to catch the content of the picture and appropriate describing.

In addition, substitution drill is one kinds of audio lingual method in teaching techniques. According to Larsen, the goals of audio-lingual method are, teachers want their students to be able to use the target language communicatively (spoken

³³ S. Venkateswaran, *Principle of Teaching English*, (New Delhi: Vicas, 1995), p. 152

³⁴ Geoffrey Broughton, et al., *Teaching English as a Foreign Language: Listening and Speaking*, (London and New York: Routledge, 2003), p.80

³⁵ *Ibid*, p.81

and written). In order to this, they believe students need to over learn the target language, to learn to use it automatically without stopping to think.³⁶

From the statements above, it can be concluded that means substitution drill is a technique that make students to able to use target language commnicatively (spoken and written). On the other hand, the students should learn to use the target language without stopping to think.

2. Procedure of Single-Slot Substitution Drils

The teacher says a line, usually from the dialog. Next, the teacher says a word-called the cue. The students will repeat a sentence from the dialog and replace a word in the sentence with the word the teacher gives them. This word-called cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slot a sentence.

Example 1 (singl-slot substitution drill)

Teacher : John is a doctor

Student : John is a doctor

Teacher : **Enginer**

Student : John is an engineer

Teacher : **Fisherman**

Student : John is a fisherman.³⁷

³⁶ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Op. Cit, p.48

Based on the example above, the teacher gives a sentence. After that, the teacher gives cue to be changed by the students. The students have known the contextual grammar, it makes the students know the part of a sentence. The students still listen to only one cue from the teacher. Then they must make a decision concerning where the cue word belongs in a sentence also supplied by the teacher. The teacher in this class starts off by having the students repeat the original sentence from the dialog

Example 2 (singl-slot substitution drill)

Teacher : Merry is standing

Student : Merry is standing

Teacher : **Sitting**

Student : Merry is sitting

Teacher : **Studying**

Student : Merry is studying.³⁸

Based on the explanation above, it can be concluded that teaching single-slot substitution drill through speaking skill to be effectively because the students can speak english spontaneously by using a cue from the teacher. Even though, the students have understood and have produced a sentence by using a cue in Single-slot substitution drill.

³⁷ Bc. Jana Hajkova, *The Current Position of Drill in ELT*, (Prague: Charles University, 2014), p.26

³⁸ *Ibid*

From statement above, the writer will give the procedures or steps of Single-slot substitution drills are by following activities:

1. Teacher gives students the basic sentence (frame) from the dialog.
2. Teacher gives a word, or picture (cue) to be substituted.
3. Teacher points the cue word of a sentence and then ask the students to change or substitute the cue word or phrase in a sentence.
4. Teacher asks the students to do the substitution drills in group or individually.
5. Teacher asks the student to repeat a sentence from the dialog and replace a word in the sencece.³⁹

F. Advantages and Disadvantages of Single-slot Substitution Drills

There are some advantages and disadvantages of using Single-slot substitution drills, they are as follows:

1. Advantages of Using Multiple-slot Substitution Drills

Below are some advantages of using Single-slot Substitution Drills:

- a. Both teacher and students can be helpful for their teaching and learning.
- b. Help student notice the correct form or pronunciation of the word or phrase.
- c. The students are drilled in which their response so tightly structure, so the possibility of error is almost eliminated.
- d. It can make the student think quickly to be able to analyze which part (slot) should be substituted with the cue given by the teacher.
- e. Substitution drills leads to a certain fluency and confidence in the learner.⁴⁰

³⁹ Diane Larsen-Freeman, *Op.Cit*, p.37

- f. The students will be drilled again and again with some cues about grammatical construction of the basic sentence whole at the same time producing meaningfully different sentence.⁴¹

Based on the explanation above, it can be concluded that advantages of using Single-slot substitution drills are gotten by both teacher and students. The advantage for the teacher is that teacher can be helpful in teaching. Furthermore, the advantages for the students are helping the students in noticing the correct form or pronunciation of the word or phrase, limiting or eliminating the students' possibility of error, getting the students to think quickly to substitute, increasing students' fluency and confidence, and drilling the students again and again with some cues about grammatical construction of the basic sentence whole at the same time producing meaningfully different sentence.

2. Disadvantages of Using Single-slot Substitution Drills

There are some disadvantages of using Single-slot Substitution drills. They are as follows:

- a. It only needs very little extra effort be made instances of communicative contextualized language use.⁴²
- b. It can make students bored because they just repeat what the teacher says.
- c. By doing substitution drills, the teacher needs extra time to check and control the students' speaking.⁴³

⁴⁰ Broughton, Geoffrey, et al, *Op.Cit*, p.80

⁴¹ S. Venkateswaran, *Op.Cit*, p. 152

⁴² Geoffrey Broughton et al, *Loc.Cit*

From the three disadvantages of using Single-slot substitutional drills above, we need the way to overcome those advantages. In this particular case, the teacher can situate the dialogue by making role play.⁴⁴ It is infinitely more valuable when directed to the actual or potential language needs of the students. It demonstrates much more clearly to the class that this is not simply mechanical drill but language practice with a visually demonstrated communicative function in a real life situation in which the students could easily find themselves. Furthermore, the students will be more interested and more understand what they repeat from the teachers' because they know the situation. It means that they do not just repeat and repeat the teacher's sentences.

Besides doing role play, the teacher may use media to teach. According to Arsyad, the choice of teaching method or technique exactly will affect the use of media, and in this case media is needed as the teaching aids. It can help the teacher in teaching and the students in learning.⁴⁵ Therefore, appropriate media such as picture or word list, that are used in teaching speaking through Single-slot substitution drills can help the teacher in teaching easily, so it will not waste the time to the teacher to think and point the cue that the students have to substitute, and at the last there will still more time to the teacher to check and control the students' speaking

⁴³ *Ibid*, p.81

⁴⁴ *Ibid.*, pp. 80-81

⁴⁵ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2013), p.19

G. Procedure of Teaching Speaking through Single-slot Substitution Drills

Single-slot Substitution drills has been used in foreign language classroom for many years. It is a key feature of audio lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral or written practice.

Single-slot Substitution drills has the procedures or steps to do orderly. And the teacher is expected to use the procedures accurately in order to obtain the successful in teaching and learning process, so that the students can get more understanding about the subject being learned.

The procedure to teaching speaking by using Single-slot substitution drills is firstly the teacher presents the basic sentence and adds a word that needs to be practiced by the student are expected to give the new sentence retaining the same pattern. The meaning of the words is already known. And those examples are given by the teacher himself to illustrate and then the students are asked to process on similar line.

From statement above, the writer concludes that the procedures or steps of Single-slot substitution drills are by following activities:

1. Teacher gives students the basic sentence (frame) from the dialog.
2. Teacher gives a word, phrase, or picture (cue) to be substituted.
3. Teacher points the cue word of the sentence and then ask the students to change or substitute the cue word or phrase in the sentence.

4. Teacher asks the students to do the substitution drills in group or individually.
5. Teacher asks the student to repeat a sentence from the dialog and replace a word or phrase in the sentence.⁴⁶

Based on the explanation above, it can be concluded that the procedures or steps of teaching speaking through Single-slot substitution drills are firstly teacher gives students the basic sentence from the dialog, secondly the teacher gives a word, phrase, or picture (cue) to be substituted by the students, thirdly the teacher points the cue word of the sentence and then ask the students to change or substitute the cue word or phrase in the sentence, fourthly the teacher asks the students to do the substitution drills in group or individually and finally the teacher asks the student to repeat a sentence from the dialog and replace a word or phrase in the sentence.

⁴⁶ Diane Larsen-Freeman, *Op.Cit*, p.37

REFERENCES

- Agustini, Ni Made Eka. 2014. *Teaching Speaking through substitution Drills to the Seventh Grade Students of SMP N 3 Gianyar in the Academic Year 2013/2014*, Denpasar: Mahasaraswati Denpasar University. Denpasar: Universitas Mahasaraswati. Unpublish, available at <http://perpus.upstegal.ac.id/v4/?med=opaq.koleksi.form&page=957&barcode=1608502027>, acceses on june, 22nd 2015.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Ardianto, Hariyadi. 2012. *The Influence of Implementing Multiple-Slot Substitution Drill technique on the Students' Achievement in Using Regular and Irregular VerbAn* Experimental Study on the Eight Grade Students of SMP Negeri 9 Tegal in the academic year 2012/2013, Unpublished thesis. Tegal: Universitas Pancasakti, available on <http://perpus.upstegal.ac.id/v4/?momod=opaq.koleksi.form&page=957&barcode=1608502027>, accessed on November 11, 2015.
- Arsyad, Azhar. 2013. *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada.
- Bordens, Keneth S. and Bruce B. Abott. 2000. *Research Design and Method, a Process Approach*. New York: Longman.
- Brown, H. Douglas. 1994. *The Principle of Language Learning and Teaching*. New Jersey: Pretice Hall Regents.
- . 2000. *The Principle of language learning and teaching*. New Jersey: Pretice Hall.
- . 2004. *Language Assessment: Principle and Classroom Practice*. California: Longman.
- Broughton, Geoffrey, et.al. 2003. *Teaching English as a Foreign Language: Listening and Speaking*. New York: Routledge.

Mohammad Muhassin “Teachers’ communicative activities in teaching English as A Foreign Language (Tefl): A study at Sman 9 Bandar Lampung.”

Cook. 2012. Use of the Mother Tongue in Teaching a Foreign Language, *Journal of Language Education in Asia*, Volume 3, Issue 1.

Dankin. 2011. *Effectiveness Oral Drill to Teach Grammar* Kathmandu: Tribhuvan University. Unpublished thesis. Available at <http://www.google.co.id/url?sa=t&rct=j&url>, accessed on August 15, 2015.

Hajkova, Jana Bc. 2014. *The Current Position of Drill in ELT*. Prague: Charles University.

Harmer, Jeremy. 2001. *The Practice of English Language*. London: Longman.

———. 2002. *How to Teach English*. Edinburgh Gate: Longman.

Hornby, AS. 1995. *Oxford Advance Learner’s Dictionary of Current English*. London: Oxford University Press.

Huberman, A Michael, et.al. 1994. *Qualitative Data Analysis*. Thousand Oaks: Sage Publications.

Jaulston, Christiana Bratt, and Mary Newton Brunder. 1976. *Teaching English as a Second Language: Techniques and Procedure*. Massachusetts: Winthrop Publisher Inc.

Kayi, Hayriye. 2006. Teaching Speaking: Activities to Promote Speaking in a Second Language. *TESL Journal*. Vol.XII No.11. Available at: <http://Iteslj.org/Articles/Kayi-Teaching Speaking. html>.

Kimtafsirah. 2009. *Teaching Speaking*. Jakarta: Ministry of National Education.

Larsen-Freeman, Diane. 2000. *Techniques and Principles in Language Teaching*. New York: Oxford University Press.

- Paulston, Cristina Bratt, et.al. 1976. *Teaching English as Second Language: Technique and Procedures*. New York: Winthrop Publisher
- Pollard, Lucy. 2008. *Guide to Teaching English*. London: Lucy Pollard.
- Prastowo, Andi. 2010. *Menguasai Teknik-Teknik Koleksi Data Penelitian Kualitatif*. Yogyakarta: Diva Press.
- Richard, Jack C. and Willy A. Renandya. 2002. *Methodology in Language Teaching: an Anthropology of Current Practice*. New York: Cambridge University Press.
- Scrivener, Jim. 2004. *Learning Teaching (Second Edition)*. British: Macmillan.
- Setiyadi, Ag. Bambang. 2006. *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu.
- Siahaan, Sanggam. 2008. *The English Paragraph*. Yogyakarta: Graha Ilmu.
- Sugiyono. 2011. *Metode Penelitian Pendidikan Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta.
- Tarigan, Henry G. 1982. *Berbicara Sebagai Suatu Ketrampilan Berbahasa*. Bandung: Angkasa.
- Thakur, Jyoti. 2013. *Challenges and Prospects in Teaching English*. Jakarta: Chitkara University.
- Thornbury, Scott. 2005. *How to Teach Speaking*. London: Longman.
- Ur, Penny. 1991. *A Course in Language Teaching*. New York: Cambridge University Press.

Venkateswaran, S. 1995. *Principle of Teaching English*. New Delhi: Vicas.

W. Creswell, Jhon. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education.

Wilkins, D.A. 1980. *Linguistics in Language Teaching*. London: Edward Arnold Publisher.

